



2015-2016 Cyclical Program Review of Archaeology & Heritage Studies

PROGRAMS:

Honours BA Near Eastern and Classical Archaeology
Honours BA North American Archaeology
Honours BA Archaeology
Honours BA Ancient Mediterranean Studies

Final Assessment Report

Submitted by: Dr. Richard Nemesvari, Dean, Faculty of Arts; Dr. Kathryn Carter,
Associate Vice-President: Teaching & Learning; Dr. Deborah MacLatchy, Provost & Vice-
President: Academic
Date: October 25, 2016

PART ONE: EXECUTIVE RESPONSE

A) EXECUTIVE SUMMARY OF REVIEW DOCUMENTS (SELF-STUDY, REVIEWERS' REPORT, UNIT RESPONSE)

Self-Study

- The self-study describes the department's transition from Archaeology and Classical Studies into Archaeology and Heritage Studies (AHS) which involved the conflation of the two existing programs in Near Eastern/Classical Archaeology and North American Archaeology and the transferring of the Ancient Mediterranean Studies program to the Department of History. The self-study preparation was led by John Triggs in collaboration with the members of the department. Recommendations from previous reviews are included and the program responded to each recommendation, contextualizing changes that were made and those which were not able to be. The self-study asked reviewers to respond to questions regarding faculty complement, incorporating high-impact practices, and suggestions on streamlining the program after the transition to Archaeology and Heritage Studies.
- The document articulates the program-level learning outcomes and describes the process by which they were developed. It outlines alignments with Laurier's Strategic Mandate Agreement and Academic Plan, demonstrating such core principles as civic engagement, global citizenship, discovery and innovation, and integration. The alignment between the program learning outcomes and Undergraduate Degree Level Expectations is clearly articulated. Since the Archaeology and Heritage Studies program is not a direct entry program, admission requirements are set by the Faculty of Arts; the department believes that admission requirements are appropriate given the learning outcomes established for completion of the program.
- Transition to the new single Honours BA in Archaeology and Heritage Studies began in 2014, involving a curriculum reorganization to make the program sustainable given their faculty complement. Efforts have been made to offer a professionalized degree focussed on the heritage sector, in which many AHS students become employed. This has led to an increased focus on global heritage issues and archaeological methods courses both in the field in and labs. Course offerings, particularly in the first year, have broad appeal to students in other disciplines, and many faculty take on directed studies courses in their areas of expertise.
- The program members are excited to deliver the newly designed AHS program and there is discussion of the creation of a departmental consulting arm that would generate revenue, building closer linkages to Aboriginal Initiatives, and even more blending of faculty research with course offerings. High Impact Practices and innovations in the program include group research projects, field excursions, a focus on practical skills, capstone courses, and first year seminars. Students are assessed through quizzes, laboratory, term tests, writing assignments, and final exams, as well as field work, such as excavation and recording techniques.

- Faculty in the program have been successful in securing research funding, even as available funding has decreased. They are research-active and have a wide variety of research interests which span the globe and often involve student collaboration. Teaching evaluations in the program are consistently in line and often above the Faculty and University means. There is evidence provided on how learning outcomes are achieved, and employment data for graduates is consistently strong and indicate that many students go on to pursue graduate or post-degree programs, and those who enter the workforce have consistently been able to find employment in skills matched fields. Alumni satisfaction is high and the self-study includes letters for alumni about the strengths of the program.
- After significant work to revised and streamline the Archaeology and Heritage Studies program, the successes are beginning to become apparent. The new program is strongly aligned with the university's Mission, Academic Plan, and Core Principles. Through rigorous field work and labs, students gain the practical skills to succeed in graduate education and the work force.

External Reviewers' Report Summary (Direct From Reviewers' Report)

AHS has the potential to become a flagship program for WLU, embracing key tenets of the University's mission statement, namely excellence in education (with a major emphasis on experiential education and transferrable skills), its faculty and students engaged in high-profile research, community-engaged and celebrating diversity, entrepreneurial, and renowned within a Canadian / North American academic landscape.

While at present only comprising three tenure/tenure-track faculty, at no point did the reviewers have concern for its future sustainability (with certain provisos). It is a vibrant community with clear visions and the skills to meet their students' needs and those of the graduate and professional sector. While the creation of a stand-alone archaeology department is somewhat against the grain in North American academia, we perceived AHS to have clearly demarcated an important niche-area of teaching and research (alongside covering all major 'traditional' requirements of an archaeology program) that sets them apart and raises their profile. The idea of 'rescuing them' through merging with History or Anthropology was not considered; they are, or with the right support, completely viable as an excellent stand-alone program.

The AHS community has worked hard to implement the academic reconfiguration required of them through faculty loss and the wishes of the past Dean; they should be congratulated for their endeavours. That said, they now occupy a somewhat hybrid position, having retained major elements of their previous guise as the Department of Archaeology & Classical Studies (the latter subject in particular), while simultaneously developing a major new research and teaching strand with Heritage Studies. We feel that this current hybrid model makes little sense and ultimately hinders the programs creating a unique identity and its long term success.

The program is highly regarded by its students and the academic/professional communities elsewhere in Ontario for its focus on experiential education, not least its *required* field school component. This serves to provide the AHS students with a range of hands-on learning experiences which teach them skills that successfully lead them to enter top-level graduate schools and gain immediate employment in professional archaeology, and related fields. It has an enviable amount of lab and teaching space, excellent teaching collections, and a highly engaged faculty who integrate students in their research from the outset, thus successfully melding the pedagogical and academic research process.

The program is distinctive – both within WLU and beyond – for its heavy reliance on CAS members to teach a range of classes (less so with regard to core courses). While in many institutions such members may be transient and unable to make major contributions to the program above and beyond teaching their classes, at WLU a number of these scholars are long-term employees and very much part of the community. That said, some of these CAS members are dedicated largely to the teaching of Classical Archaeology / Languages, an area of scholarship that arguably fits better in the Department of History given the prior reconfiguration of the departments leading to the creation of AHS.

AHS has the potential – and arguably needs – to add another core component to its remit alongside Heritage Studies. If this move were part-made with entrepreneurial aims in mind the program would further strengthen its long-term sustainability and could generate the funds required to expand its core membership through the hiring of a much-needed Departmental Technician.

List of Recommendations

Recommendation #1 - we strongly recommend that once the current contracts of longer-term CAS individuals come to an end they are not renewed by AHS, but instead their teaching of courses pertaining to Greek and Roman civilization and languages is fully transferred to History.

Recommendation #2 - given the new budget model AHS would then need to devise new courses with the specific aim of bringing in large numbers of electives (alongside potential majors) to replace income lost from those popular Greek/Roman classes.

Recommendation #3 - by extension, we would not advocate any future hires being Classical or Near Eastern-driven.

Recommendation #4 - we suggest that an additional strength for the AHS program would be to more clearly associate themselves (and benefit from) the 'Technology Triangle'. This could/should be a huge strength to the program, a unique feature that will attract students from across the country. Digital technologies and archaeology would be a key-theme, providing Ontario with a major centre for such skills, and by extent a hub for student professionalization and synergistic relations with the technology sector.

Recommendation #5 - a component of this new orientation to digital technologies should be entrepreneurial, raising money via CFI grants and seed-money from the Faculty/University to invest in equipment to develop a for-profit consulting arm of AHS. This equipment would provide further experiential education for the students providing them with a range of desirable and transferrable skills, while also enabling a level of income that allows the hiring of a Departmental Technician.

Recommendation #6 - Diversity - The program should consider appealing to a more diversified student body, to fit with the third category (Diversity) of the new Academic Plan.

Recommendation #7 - we advocate the development of local heritage studies that encompasses and celebrates all communities of Ontario. While collaborative projects with local indigenous groups should continue apace, there is an important space to develop community service/outreach/interaction with other stakeholder communities of the Waterloo area, be they ethnic groups (German, Chinese, South Asian *inter alia*), or corporate

groups such as the technology community. Such a position would also help AHS stand-out from its Ontario/Canadian peers, and provide excellent connections and research/job opportunities for its students, while also setting the standard for WLU community interaction.

Recommendation #8 - Decreased reliance on CAS taught courses – we advocate moving away from the current AHS model that relies heavily on CAS teaching.

Recommendation #9 – the University / AHS should commit to converting the LTA into a fourth tenure-track position in the next two years (for further logic for this position's need and where we feel the department might hire, see above, section 2.1).

Recommendation #10 - the University / AHS should also commit to creating a Professional Teaching position (i.e. shifting from a reliance on CAS members), whose role would be part, if not largely dedicated to developing and running large service teaching classes (to replace lost revenue from the loss of the Classics- / Near Eastern-oriented classes), and supplementary higher level classes that tie in with the new AHS foci. Room could also be retained for young scholars to gain teaching experience through hosting/attracting post-docs and through sabbatical and maternity/paternity leave covering.

Recommendation #11 - Reinstatement of the 4th tenure-track research position - in line with the above suggestions we further suggest that a slimmer and more focused AHS program can only reach its potential and become self-sustaining with four full-time tenure/tenure-track research positions.

Recommendation #12 – the fourth tenure-track position should be advertised to gain someone with the skills to develop digital archaeology, a key character for attracting new/more students to the program, establish links with industry, and to help create research / commercial projects that enable long-term academic and financial sustainability. Care with future hires – long-term sustainability in part rests upon hiring people not only with the right academic profile, but also those individuals who will really commit to WLU.

Recommendation #13 - academic excellence *and* a long-term likelihood to stay in the area must be key tenets for future hires.

Recommendation #14 - longer-term replacement hires would also do well to continue AHS's engagement with Ontario archaeology and the professional sector.

Recommendation #15 - a reconfiguration of the program, dropping the prior foci on Classical / Near Eastern archaeology and embracing another core strength alongside Heritage Studies, conceivably digital archaeologies to more closely align with the Technology Triangle.

Recommendation #16 - develop new skills-based classes via CFI funded equipment to be administered by a Departmental Technician (i.e. not to place extra responsibilities on existing administrative staff).

Recommendation #17 - Heritage sites as physical embodiments of particular ethnic/religious/other-identity groups and their deliberate targeting in periods of conflict is a major theme that has played out in archaeology over the past couple of decades. While looting for financial gain (and/or as acts of resistance) receives a fair amount of coverage in the curricula we feel strongly that the topic of heritage-identity politics / destruction needs to be addressed more fully for the student body to be up-to-date in major debates that other universities will be covering. Consider the work by John Chapman (Antiquity 1994) on Former Yugoslavia and heritage

destruction, consider the Bamyán Buddhas, and the actions of ISIS more generally (Palmyra, destruction of Christian churches, Shia mosques *inter alia*). These debates might be articulated via a core course on the major ethical and political issues concerning ‘heritage’ (its definition, ownership, deployment, management...).

Recommendation #18 - Debates surrounding history and representation at the new and highly contested *Canadian Museum for Human Rights* really should be a component of one of these heritage courses.

Recommendation #19 - Politics and archaeology – should play a more focused/highlighted role. There is no direct reference to the great Canadian archaeologist Bruce Trigger’s key 1984 (*Man*) article on politics and archaeology, and this topic should be engaged with in a more detailed manner more generally: consider the work of such authors as Yannis Hamilakis, Mark Leone, Lyn Meskell, Randy McGuire, Barb Voss, Cornelius Holtorf amongst many others.

Recommendation #20 - Gender and archaeology – really gender is a key issue in Arts and Sciences yet it receives little highlighted attention in archaeology (no doubt covered with regard to biological constructs and its recognition through physical anthropology and burial practices) but we would like to see a greater acknowledgement of the various gender debates and their intersection with archaeology, be that through second wave feminism (problematic debates concerning ‘mother goddesses’ and essentialized notions of women / pre-state societies), third wave feminist/post-modern/queer theory/masculinist approaches (Barb Voss, Lynn Meskell, Meg Conkey, Benjamin Alberti, Bernard Knapp *inter alia*).

Recommendation #21 - Global coverage could perhaps be improved as the department’s focus (ideally) reorients from a Near Eastern/Classical bent to something more thematic and broader, with the archaeology of Islam, and China perhaps playing more significant roles – not for the sake of it, but integrated more fully with other existing foci (archaeology of disasters, heritage, globalisation, identity etc.).

Recommendation #22 - Future courses/hires could develop a departmental strength in archaeology and technology, with skills-based courses (GIS, gathering and interpreting of satellite data, drone use, non-invasive survey using ground penetrating radar *inter alia*).

Recommendation #23 - One way to alleviate student annoyance about courses not being offered is to make students aware early on in their degree program that some courses are only offered every other year. Also, as the new intranet site becomes operational, it will be crucial to keeping current students informed about any on-going changes to the curriculum.

Recommendation #24 - Seed-money from the University should be provided for the creation of a Departmental Technician on a 3-5 year contract with the idea of producing a self-sustaining position in the long-term through their involvement in the for-profit consulting arm of AHS (see above).

Recommendation #25 - The aim should be to retain space as it currently exists (we appreciate it is being re-established in a new space), and to maximise its use through teaching and research-opportunity contexts for the students (teaching through research is a core strength of this Department, a vision statement for many universities, but here so clearly implements and successful).

Recommendation #26 - One concern might be the final intentions for some of the collections (and indeed their on-going reorganisation, though this too presents a great student-learning opportunity). In particular there needs to be a long-term plan for the large quantity of material from Jordan; while still research-active thanks to

the ongoing work of Prof. Emeritus Daviau, there does need to be an idea as to what happens with it once the bulk is published. In the case of Dr. Triggs' material from the West Indies there were clear statements concerning assemblage repatriation once studies were completed; this did not seem to be the case for the lab(s)-full of Jordanian material culture which appear to be on quasi-permanent loan. While it will no doubt long have interest to Near Eastern scholars in general (some of whom may wish to re-study/publish aspects of it), we might suggest that its more significant second life might be in the form of a rich repository of artefacts, databases, and archival material for future student learning, focusing this time on issues of sustainability (digital data), ethics/politics (crypto-colonial relations with foreign countries such as Greece, Turkey and Jordan), and other topics that would fit so well into a Heritage Studies program.

Recommendation #27 - Consider sending the books from the reading/library room to the Faculty of Arts faculty lounge (5th floor DAWB).

Recommendation #28 - Allow faculty members to teach their field schools on overload so that the core courses during the regular school year are not off-loaded to CAS. Hence, the highly valued experiential learning that is made possible by a field school does not detract from the quality of instruction in other core courses. When field schools are included in the normal course load for a full-time faculty member this takes the faculty member out of a core course during the school year.

Recommendation #29 - The department may want to consider some sort of team-teaching for the first year course, since students expressed an interest in getting to know the permanent, full-time faculty earlier in their program.

Unit Response

The Unit Response was authored by the Chair of Archaeology and Heritage Studies and provides responses to each of the 29 recommendations made by the external review committee. There was one clarification about the reliance on CAS-taught courses which is addressed in the unit response. The Department thanked the reviewers for their forward-looking approach to the review and for their recommendations to improve the quality of the program.

The Department responded to each recommendation and identified which ones they agreed to, what steps had already been taken toward their implementation, and what further action would be taken in the future. Recommendations that were already underway (e.g. allowing the field school to be taught on overload) were noted, as were those recommendations that are outside of the scope of the Department.

Archaeology and Heritage Studies acknowledges the program evolution and curricular revisions and they look forward to continuing to assess the successes of these efforts.

B) IDENTIFICATION OF PROGRAM STRENGTHS

1. The Department's learning outcomes and academic goals align with the 2015-2020 Strategic Academic Plan.
2. The Department is particularly strong in experiential learning, being the only Archaeology program in the province with mandatory field schools.
3. The Department's development of Heritage Studies positions it effectively within its discipline.
4. The field school requirement attracts students to the Department and provides career training. Students registered within it are deeply committed to the Department.

C) OPPORTUNITIES FOR PROGRAM IMPROVEMENT AND ENHANCEMENT

1. Remove the Near Eastern and Classical archeology components of the Department.
2. Align the Department more closely with technological applications in archeology to more effectively take advantage of its physical proximity to the region's "Technology Triangle."
3. Develop high-profile service teaching courses to attract non-majors.
4. Increase diversity element of the offerings in the Department, especially through an increased emphasis on Aboriginal initiatives.

D) PRIORITIZATION OF RECOMMENDATIONS APPROVED FOR IMPLEMENTATION

A number of the External Reviewers' recommendations (**Recommendations #8 through #14, #24, #25, and #28**) entail financial and space resource allocations that cannot be addressed outside of the context of budgetary constraints in the Faculty of Arts, and in the university as a whole. They are therefore not included in the prioritization list, since they may not be implemented in isolation from wider budget processes.

Recommendation #1: We strongly recommend that once the current contracts of CAS individuals come to an end they are not renewed by AHS, but instead their teaching of courses pertaining to Greek and Roman civilization and languages is fully transferred to History. Although this recommendation alludes to resource allocation, it does not advocate for additional funding, and therefore may be prioritized. The key aspect of the recommendation is a reconsideration by the Department of its offerings. The Department agrees to reassess its courses as recommended, and the Dean suggests that a dialogue with the Department of History will be necessary. The Department's agreement to focus on classes with a significant archeological content, and to emphasize the heritage focus of its offerings, should be pursued as quickly as possible. The transferal of CAS appointments to the History Department will need to be discussed with the Dean.

Recommendation #2 and Recommendation #3: Given the new budget model AHS would then need to devise new courses with the specific aim of bringing in large numbers of electives (alongside potential

majors) to replace income lost from those population Greek/Roman classes; By extent, we would not advocate any future hires being Classical or Near Eastern-driven. The Department agrees to the creation of new service teaching courses that will attract students from different disciplines. The focus of future hires that may occur in the Department will depend on discussion within the unit, and can only occur in relation to wider budgetary processes.

Recommendation #4 and Recommendation #5: We suggest that an additional strength for the AHS program would be to more clearly associate themselves (and benefit from) the ‘Technology Triangle’....Digital technologies and archaeology would be a key-theme, providing Ontario with a major centre for such skills, and by extent a hub for student professionalization and synergistic relations with the technology sector; A component of this new orientation to digital technologies should be entrepreneurial, raising money via CFI grants and seed-money from the Faculty/University to invest in equipment to develop a for-profit consulting arm of AHS. This equipment would provide further experiential education for the students providing them with a range of desirable and transferrable skills, while also enabling a level of income that allows the hiring of a Departmental Technician. The Department agrees with both of these recommendations, but states that additional resources will be required in faculty complement and equipment. Again, instructor complement resources cannot be usefully discussed outside of the wider budgetary situation of the Faculty of Arts. However, it is possible that the costs of required equipment (depending on the amount involved) could be part of a Strategic Academic Plan Advancement Fund application, since such a purchase would be linked to both the Academic Excellence and Experiential Learning pillars. If the attempt to create a successful consulting arm was achieved, the funding generated could contribute to the repayment of a SAPAF loan, and potentially lead to a self-funded position. The Department states that it intends to develop a business plan concerning the development of a consulting arm, and the Dean looks forward to receiving that plan.

Recommendation #6 and Recommendation #7: Diversity – The program should consider appealing to a more diversified student body, to fit with the third category (Diversity) of the new Academic Plan; We advocate the development of local heritage studies that encompasses and celebrates all communities of Ontario. While collaborative projects with local indigenous groups should continue apace, there is an important space to develop community service/outreach/interaction with other stakeholder communities of the Waterloo area. The Department agrees with both of these recommendations. Efforts to achieve the goals of the recommendations will be made at the local level, through community-based heritage projects and classes, and in terms of archaeology’s global concerns through the internationalization of the Department’s offerings. Such efforts will need to be effectively communicated in order to inform and attract students. The Dean would be pleased to contribute to these efforts, and looks forward to discussing them.

Recommendation #15: A reconfiguration of the program, dropping the prior foci on Classical/Near Eastern archaeology and embracing core strength alongside Heritage Studies, conceivably digital archaeologies to more closely align with the Technology Triangle. This recommendation has obvious connections to #1, #2, #3, #4, and #5 above. The Department agrees that maintaining a focus on Classical/Near Eastern studies is not sustainable, and in its response to Recommendation #2 states its willingness to develop broad-interest service teaching courses – an approach the Dean endorses. One source of potential funding to advance the possibility of a digital archaeology stream is noted in the Dean’s response to Recommendations #4 and #5 above.

Recommendation #16: Develop new skills-based classes via CFI funded equipment to be administered by a Departmental Technician (i.e. not to place extra responsibilities on existing administrative staff). The Department agrees that CFI funding should be pursued, and that training students in digital and other technologies should be a priority. See Recommendations above concerning the position of Departmental Technician. Opportunities to pursue this approach need to be discussed with the VP: Research who oversees the institutional priorities for CFI funding.

Recommendation #17: Heritage sites as physical embodiments of particular ethnic/religious/other-identity groups and their deliberate targeting in periods of conflict is a major theme that has played out in archaeology over the past couple of decades....These debates might be articulated via a core course on the major ethical and political issues concerning 'heritage' (its definition, ownership, deployment, management...). The Department notes that it has created such a course (AR390: Reclaiming the World's Treasures) as a Special Topics class, and will move towards regularizing it in the coming year.

Recommendation #18: Debates surrounding history and representation at the new and highly contested *Canadian Museum for Human Rights* really should be a component of one of these heritage courses. The Department observes that the issue raised in this Recommendation may be covered, at the discretion of the instructor, in the course noted above.

Recommendation #19: Politics and archaeology – should play a more focused/highlighted role....this topic should be engaged with in a more detailed manner. The Department's response suggests that this topic also may be covered in AR390, the course mentioned in response to Recommendations #17 and #18. In order to address the External Reviewers' suggestions more directly, however, attempting to incorporate these themes into a single class, which no doubt also has numerous other subjects to cover, may not be feasible. The creation of a separate course on Politics and Archeology may be worth pursuing.

Recommendation #20: Gender and archaeology – really gender is a key issue in Arts and Sciences yet it receives little highlighted attention in archaeology...we would like to see a greater acknowledgement of the various gender debates and their intersection with archaeology. In its response the Department notes that issues of gender are discussed in AR101 and AR 102, and that more detailed discussions may appropriately occur in AR460 and AR462. In the spirit of the Recommendation, it would be useful for the Department to consider at least some exploration of gender and archeology at the 200 or 300 level, and a dedicated course to the topic might not be out of the question.

Recommendation #21: Global coverage could perhaps be improved as the department's focus (ideally) reorients from a Near Eastern/Classical bent to something more thematic and broader, with the archaeology of Islam, and China perhaps playing more significant roles. While the Department does not disagree with this recommendation, the Dean notes its very contingent nature ("perhaps...ideally...perhaps"), and accepts the Department's observation that it is difficult to cover topics without instructors versed in the suggested fields.

Recommendation #22: Future courses/hires could develop a departmental strength in archaeology and technology, with skills-based courses. Versions of this recommendation are covered above, and the Department strongly agrees that it wishes to move in this direction. It has developed a 300-level class (AR390:

Remote Sensing in Archaeology) that meets the External Reviewers' request for skill-based technology courses in Archeology.

Recommendation #23: One way to alleviate student annoyance about courses not being offered is to make students aware early on in their degree program that some courses are only offered every other year. Also, as the new intranet site becomes operational, it will be crucial to keeping current students informed about any on-going changes to the curriculum. The Department agrees to work towards keeping students informed about courses in rotation, or courses that are no longer offered, which should be formally deleted, through the internal website. It also makes efforts to find existing courses that can be used as substitutes for cancelled classes, and to be flexible with senior student who find themselves in need of certain requirements no longer on offer. The Dean is satisfied that this recommendation is being addressed diligently by the Department.

Recommendation #26: One concern might be the final intentions for some of the collections (and indeed their on-going reorganisation, thought this too presents a great student-learning opportunity). In particular there needs to be a long-term plan for the large quantity of material from Jordan. The Department strongly agrees with the need for this issue to be addressed. The collections from Jordan are being digitized, but long-term disposition of the physical objects has not been finalized. It would be best if this issue was settled before the Department's move to the Peters Building. The Department should discuss this issue internally, and then consult with the Dean.

Recommendation #27: Consider sending the books from the reading/library room to the Faculty of Arts faculty lounge (5th floor DAWB). It is unlikely that a significant number of archeology books can successfully be transferred to the lounge on the 5th floor of the DAWB. The Department's exploration of donating the books should be continued, and contact should be made with the Laurier library as well.

Recommendation #29: The department may want to consider some sort of team-teaching for the first year course, since students expressed an interest in getting to know the permanent, full-time teaching faculty earlier in their program. The Department strongly agrees with this Recommendation, and intends to submit a curriculum revision for its first-year course. The Dean supports efforts to rethink first-year offerings as a way to both improve students' academic experience and increase retention rates.

SIGNATURES

Dr. Richard Nemesvari

October 22, 2016



Dr. Kathryn Carter

November 1, 2016



Dr. Deborah MacLatchy

October 30, 2016



PART TWO: IMPLEMENTATION PLAN

Recommendation to be Implemented	Responsibility for Implementation	Anticipated Completion Date	Additional Notes
Recommendation #1: we strongly recommend that once the current contracts of longer-term CAS individuals come to an end they are not renewed by AHS, but instead their teaching of courses pertaining to Greek and Roman civilization and languages is fully transferred to History.	AHS, History, Dean	Sept. 2017	
<p>Recommendations #2 and #3:</p> <p>Recommendation 2 - given the new budget model AHS would then need to devise new courses with the specific aim of bringing in large numbers of electives (alongside potential majors) to replace income lost from those population Greek/Roman classes.</p> <p>Recommendation 3 - by extent, we would not advocate any future hires being Classical or Near Eastern-driven.</p>	Chair, Department	Sept. 2017	
<p>Recommendations #4 and #5:</p> <p>Recommendation 4 - we suggest that an additional strength for the AHS program would be to more clearly associate themselves (and benefit from) the 'Technology Triangle'.</p> <p>Recommendation 5 - a component of this new orientation to digital technologies should be entrepreneurial, raising money via CFI grants and seed-money from hr Faculty/University to invest in equipment to develop a for-profit consulting arm of AHS.</p>	Department, Dean	Jan. 2018	

<p>Recommendations #6 and #7:</p> <p>Recommendation 6 - The program should consider appealing to a more diversified student body, to fit with the third category (Diversity) of the new Academic Plan.</p> <p>Recommendation 7 - we advocate the development of local heritage studies that encompasses and celebrates all communities of Ontario. While collaborative projects with local indigenous groups should continue apace, there is an important space to develop community service/outreach/interaction with other stakeholder communities of the Waterloo area, be they ethnic groups (German, Chinese, South Asian <i>inter alia</i>), or corporate groups such as the technology community.</p>	Department, Dean	Jan. 2018	
<p>Recommendation #15: a reconfiguration of the program, dropping the prior foci on Classical / Near Eastern archaeology and embracing another core strength alongside Heritage Studies, conceivably digital archaeologies to more closely align with the Technology Triangle.</p>	Department, Dean	Jan. 2018	
<p>Recommendation #17: Heritage sites as physical embodiments of particular ethnic/religious/other-identity groups and their deliberate targeting in periods of conflict is a major theme that has played out in archaeology over the past couple of decades. While looting for financial gain (and/or as acts of resistance) receives a fair amount of coverage in the curricula we feel strongly that the topic of heritage-identity politics / destruction needs to be addressed more fully for the student body to be up-to-date in major debates that other universities will be covering.</p>	Department	Sept. 2017	
<p>Recommendation #18: Debates surrounding history and representation at the new and highly contested <i>Canadian Museum for Human Rights</i> really should be a component of one of these</p>	Department	Sept. 2017	

heritage courses.			
Recommendation #19: Politics and archaeology – should play a more focused/highlighted role.	Department	Sept. 2017	
Recommendation #20: Gender and archaeology – really gender is a key issue in Arts and Sciences yet it receives little highlighted attention in archaeology (no doubt covered with regard to biological constructs and its recognition through physical anthropology and burial practices) but we would like to see a greater acknowledgement of the various gender debates and their intersection with archaeology...	Department	Sept. 2017	
Recommendation #22: Future courses/hires could develop a departmental strength in archaeology and technology, with skills-based courses (GIS, gathering and interpreting of satellite data, drone use, non-invasive survey using ground penetrating radar <i>inter alia</i>).	Department, Dean	Jan. 2018	
Recommendation #23: One way to alleviate student annoyance about courses not being offered is to make students aware early on in their degree program that some courses are only offered every other year. Also, as the new intranet site becomes operational, it will be crucial to keeping current students informed about any on-going changes to the curriculum.	Department	Jan. 2017	
Recommendation #26: One concern might be the final intentions for some of the collections (and indeed their on-going reorganisation, though this too presents a great student-learning opportunity).	Department, Facilities Management, Dean	Sept. 2018	
Recommendation #27: Consider sending the books from the reading/library room to the Faculty of Arts faculty lounge (5 th floor	Department, Library	Sept. 2017	

DAWB).			
Recommendation #29: The department may want to consider some sort of team-teaching for the first year course, since students expressed an interest in getting to know the permanent, full-time faculty earlier in their program.	Department	Sept. 2017	